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STORY OF
THE ST. PAUL NORMAL AND
INDUSTRIAL SCHOOL

[Catechetically Arranged]



LAWRENCEVILLE, VIRGINIA

1919

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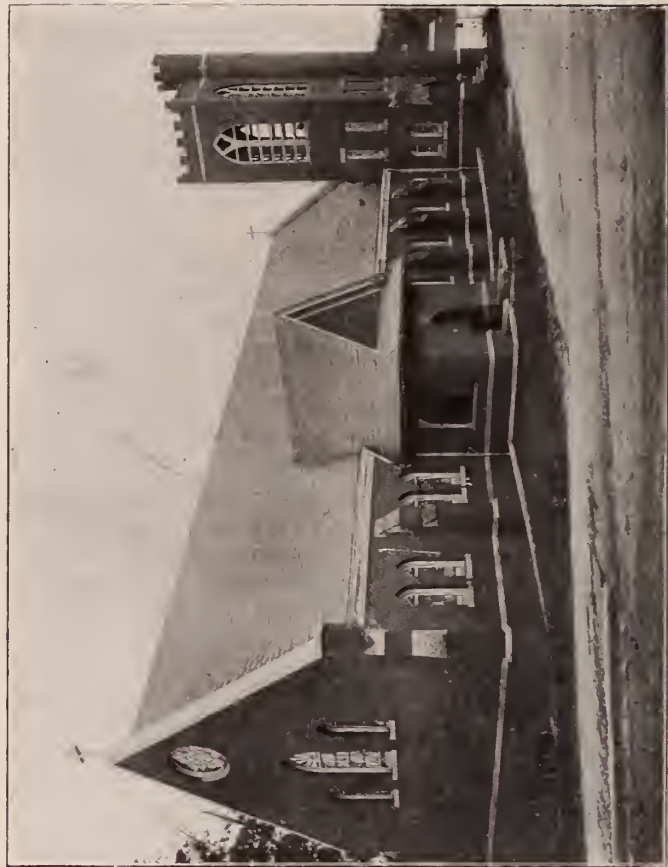


REV. JAS. S. RUSSELL, D.D.. PRINCIPAL

FOREWORD

The catechetical method of presenting the story of the founding, growth, progress and present status of the St. Paul Normal and Industrial School, employed in this little booklet, is used in the hope that its superior directness and conciseness of information may make it appeal alike to the general reader and to the busy man or woman who must have a concrete presentment of facts.

It is hoped that everyone into whose hands this little volume may come will give it a careful perusal and sympathetic consideration, for it represents and describes the life, effort and results of over three decades of consecrated, devoted service for the Church and for the upbuilding of a backward race.



ST. PAUL'S MEMORIAL CHAPEL, LAWRENCEVILLE, VIRGINIA

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SAUL BUILDING—GENESIS OF NORMAL SCHOOL

THE ST. PAUL CATECHISM

QUESTION: Where is St. Paul's Normal and Industrial School located?

ANSWER: At Lawrenceville, Brunswick County, Virginia, in the very heart of the largest Negro population in the state.

QUES. Who founded the School?

ANS. Archdeacon James S. Russell, July 2nd, 1888. It was opened September 24th, 1888, and incorporated March 4th, 1890.

QUES. Who is Archdeacon Russell?

ANS. He is a devoted Churchman who has given the best years of his life and energy to missionary and educational effort in building up the Church among his people and in educating and training them for spheres of usefulness.

QUES. What is his personal history?

ANS. He was born of slave parents in Mecklenburg County, Virginia, December 20th, 1857. He attended private and public schools in the neighborhood until he was 17 years of age, when a chance was given him to enter the Hampton Institute. He was so poor that his school suit was made from wool grown in the neighborhood and woven in the community loom by his grandmother, and made by his mother. From a child it was predicted that he would become a minister of the Gospel. At Hampton he felt more keenly the call to the sacred ministry and from there entered the Branch Theological Seminary of Virginia, now the Bishop Payne Divinity School. He

was graduated from there and was ordained to the diaconate March 9th, 1882, and seven days thereafter went as a missionary to Brunswick and Mecklenburg Counties, with headquarters at Lawrenceville. He was advanced to the priesthood February 7th, 1887. He was appointed Archdeacon by the late Bishop Randolph, October 11th, 1893. He has twice been tendered the highest office in the gift of the Church, once by election to the Suffragan Bishopric of Arkansas, and second by a committee appointed to name a clergyman to be elected Suffragan of another Southern diocese. In each case he declined, believing that the interests of his missionary and educational work in Southern Virginia required his presence and efforts more. In June, 1917, he was given the degree of D.D. from the Theological Seminary of Virginia, the only colored person to be so honored by this well-known institution.

QUES. What are the circumstances of the founding of the School?

ANS. It is the outgrowth of the Parish School which Archdeacon Russell established in the small vestry room of the chapel which he built at Lawrenceville when he first began his missionary labors, in the summer of 1882. The school soon outgrew its original quarters, and through the generosity of the late Rev. Dr. Saul, Philadelphia, a neat three-room building was put up, taking its name from the donor—"Saul Building." This building still stands on the grounds, the genesis of the Normal School, for it was in this building that the Normal School was opened, September 24th, 1888, with three teachers and less than a dozen boarders.

QUES. What impressed Archdeacon Russell to take such a step?

ANS. Absolutely none. His first land purchase, a piece of point.. Scarcely five out of a hundred could read or write. The schools were poor, terms short (three and four months), teachers for the most part poorly trained, and nine-tenths of the people were tenants or renters. His practical



PHYSICAL DRILL

mind saw that a school of longer term, giving both academic and industrial training so as to increase their economic and industrial efficiency, was their great need, and that material and social uplift could only come through increased efficiency, industry and thrift. These were the motives that influenced him to take such a step.

QUES. Did he have any resources or promises of financial support to encourage him in his venture?

ANS. Absolutely none. His first land purchase, a piece of property costing \$1,000, was paid for by giving his own notes. Contracts for building, lumber and other material were entered into and construction begun the latter part of July, 1888, without a dollar in hand or a cent pledged. Three days afterwards a Duluth, Minn., "Friend" sent the first donation of \$5.00 to the Normal School.

QUES. What then was his dependence?

ANS. Faith in God and in the righteousness of his cause, and in the generosity of friends whom he might raise up for the work. That was his principal asset then; and now, after thirty-one years, it still remains the same.

QUES. How is the School controlled and supported?

ANS. It is under the auspices of the Episcopal Church and controlled by a Board of Trustees. Support comes from donations by churches, individuals, by boards, from products manufactured by the School, revenue from students' board, etc.

QUES. What are annual running expenses of the School?

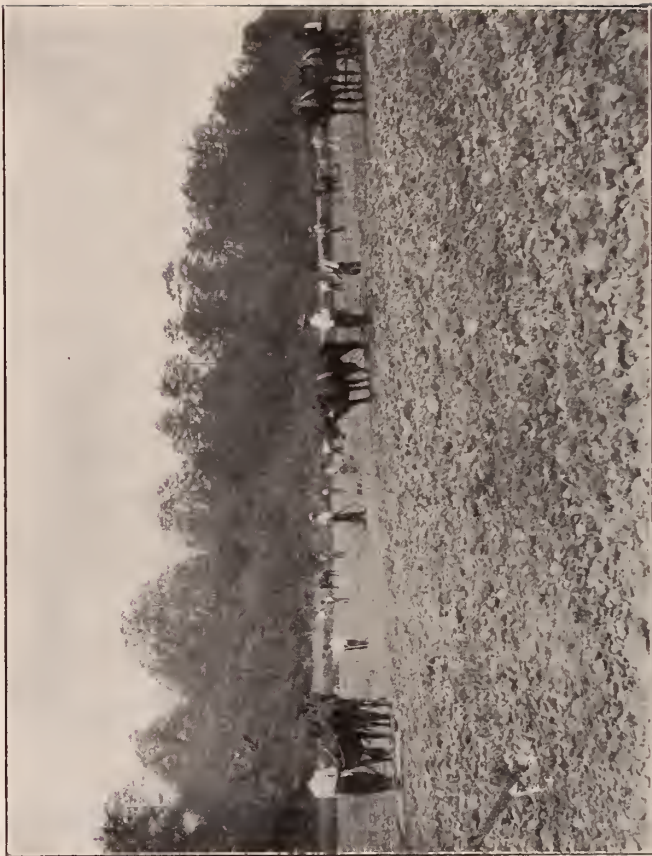
ANS. Between fifty and sixty thousand dollars.

QUES. What is the total income per year from all sources?

ANS. About forty-five thousand dollars.

QUES. How much money has to be raised annually to offset the difference between assured income and the amount necessary for running expenses?

- ANS. Twenty-five thousand dollars.
- QUES. Was the School successful last year in raising enough money to prevent a current deficit?
- ANS. Its current deficit was small, due to the rigid economy practiced at the School.
- QUES. How has the war affected the income of the School?
- ANS. It reduced it materially. This reduction has been accomplished in two ways: the falling off in donations, the rise in prices of commodities, and the necessity of paying increased salaries to teachers and others.
- QUES. What is the present indebtedness of the School as a consequence of the war period.
- ANS. About forty-five thousand dollars.
- QUES. What is the sum needed for running expenses for the current year, including the deficit, and how much of this is assured?
- ANS. One hundred thousand dollars, amount needed for running expenses, including deficit. Assured, about thirty-two thousand dollars.
- QUES. What are the most urgent needs of the School in the matter of buildings, equipment, and the wherewithal to prosecute its work more efficiently?
- ANS. Girls' dormitory, thirty-five thousand dollars; Boys' trade building, sixty thousand dollars; and equipment for both, fifteen thousand dollars.
- QUES. Are there other urgent needs besides these?
- ANS. Yes, several, and any person or persons wishing to learn more about these will please correspond with the Principal.



STUDENTS CULTIVATING THE "LOW GROUNDS"

MATERIAL RESULTS

QUES. How does the School compare with similar institutions?

ANS. It is the third largest institution of its kind in the country and the largest missionary and educational work under the auspices of the Church.

QUES. What is the objective of its training?

ANS. The highest Christian and moral education, coupled with a trade of some kind and a thorough English academic education, so that students may return to their respective communities and become useful citizens and efficient members of society.

QUES. Have the results of this training been satisfactory?

ANS. Yes; according to competent authorities the School has fully justified its existence and claim for continued support.

QUES. Name some of the endorsers among living and deceased?

ANS. Bishops of the Church: Bishops Randolph, Brooks, McVicar, Potter, Greer, Tucker, Dudley, Lines, Lloyd, Tuttle, Gibson, Burgess, Brewster, Lawrence and a host of others, including the General Convention and several diocesan councils, the Board of Education of Virginia, General Education Board, John F. Slater, and the Board of Missions. Educators, Public Men: Several Governors of Virginia, United States Senators and Congressmen, county officers, doctors, Wallace Buttrick, H. B. Frissell, Booker T. Washington, James H. Dillard, Edwin Alderman and others.

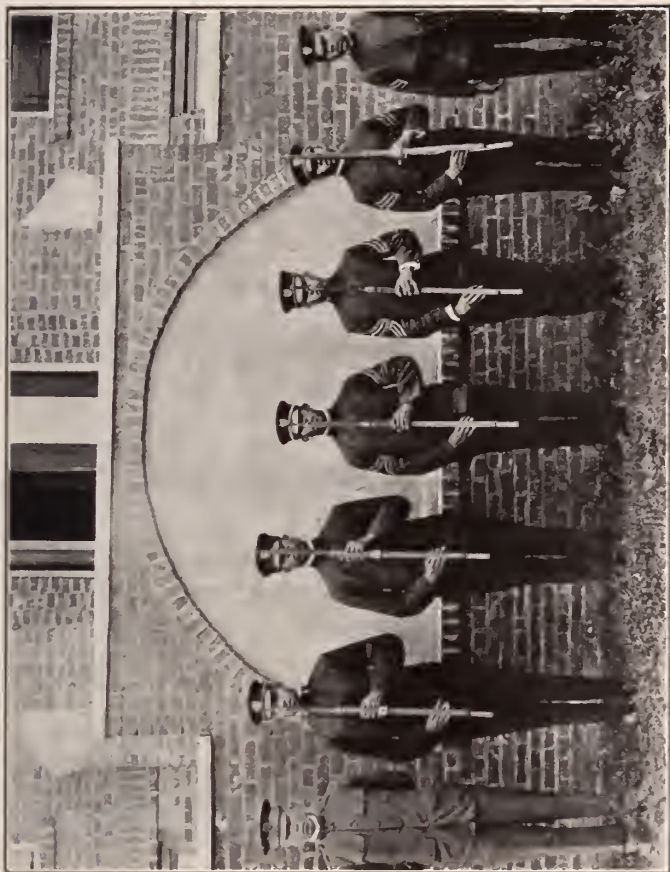
QUES. What are some of the material results—first, local; second, general?

ANS. The School began with one building, less than a dozen boarders and three teachers. To-day it has forty large and small buildings, three of them permanent brick buildings; five hundred students from 26 states, Cuba, Haiti and Africa; fifty-two officers, teachers and employees; six hundred graduates; over forty-five hundred undergraduates; sixteen hundred acres of land, and a plant valued at over two hundred and fifty thousand dollars.

Other local results are the complete revolution of moral, material and educational conditions in its home county. When the School began its work the log cabin reigned supreme, most of the people were renters and tenants, scarcely any owning land, ten thousand acres comprising their ownership. The county ranked among the poorest and least progressive in the State. To-day the log cabin is a thing of the past. Frame houses of two, three, four and even six or more rooms, painted, have taken its place. Instead of 10,000 acres, the Negroes now own 63,000 acres of land, valued at five hundred and thirty thousand eight hundred fourteen dollars, the greatest valuation of Negro-owned farm land in the State, and with one exception the greatest number of acres owned by Negroes of any county in the State. The total personal and real property of Negroes, including town lots, according to the report of the Auditor of Public Accounts for the State and the Personal Property and Land Books of the County, are of the assessed value of \$937,799. Aside from these strictly material results, the criminal expenses are among the lowest in the State. The jail has been known to be empty for six months at a time, and the colored people of Brunswick are now ranked among the most thrifty, industrious and law abiding in the State.

This extract from a prominent attorney, of date of Aug. 2, 1919, relative to the Soldiers' Welcome Home Celebration, reflects prevailing white local opinion:

"Yesterday was a glorious day for the Colored people, and I want to thank you and your School for the perfect conduct of these people. They certainly



RIFLE SQUAD - PRESENTING

fulfilled the expectations I had in them. I have always said the Colored people of Brunswick were the best behaved in the country, and I do not hesitate to say that it is due to your influence and that of your School alone, for you have done more for the race in this section of the country than any living man, and your School more than any other single agency.''

QUES. What can be said of the large number of St Paulites who answered the country's call for service in the recent World War?

ANS. No finer set of men went from any school, and they deported themselves most satisfactorily. They reflected great credit upon their race and the School that trained them. More than a dozen commissioned officers and scores of non-commissioned officers resulted to the credit of St. Paul's.

GENERAL RESULTS

QUES. What can be said of the results of the School's work generally?

ANS. It has been very successful. The general work has been of three kinds, purely uplift: the work of graduates in their various communities; second, missionary and Church work by its graduates and students; third, educational and community.

QUES. What and how about the purely uplift work?

ANS. Numbers of the School's students have gone into backward communities, helped to build schoolhouses and churches, encouraged the people to buy land, start bank accounts, build better houses, schools and churches, and improve home surroundings. One graduate went into a backward rural community, started a Sunday school, then a parish school. Through her efforts a neat church was built, a two-room parish school, a rectory for the minister, etc. Another was the moving spirit in getting a tubercular hospital built in a North Carolina town. Another began in a rural community as teacher. The people were backward; she worked and secured a little home, setting an example of thrift that was soon followed. Now the community has many home owners, a neat schoolhouse, and a comfortable church building. In numerous other instances St. Paul's graduates and students have gone home and encouraged the old folk to quit the log cabin and build a better house. Frequently the new and the old are seen standing together, concrete examples of education and progress.

QUES. What about the religious uplift?

ANS. The School has been the means of attracting hundreds of young men to the Church and to enter the sacred ministry. The records show that about one-fifth of the

colored clergy of the Church began their training and received their impetus for the ministry at St. Paul's School.

QUES. Can you give any striking examples of the work of these men?

ANS. Yes; one man came to the School an illiterate adult.

He completed his trade and training there and entered the Bishop Payne Divinity School. Graduating from there, he began his career as minister. To-day this man is a priest in the Church and a doctor in divinity. During his ministry he has presented over three hundred persons for confirmation and built two splendid church edifices. It was of this man that the late Bishop Greer said, "If the school had done nothing more than send him out, it has richly repaid the cost of its maintenance." There are many other striking examples.

THE SCHOOL'S FUTURE

QUES. What about the School's future?

ANS. Its future usefulness should be assured by its past record. The results and achievements of thirty-one years and the increasing favor in which the School is held is testimony that it fills a real need, and that it justifies its continued existence.

QUES. What, then, is most necessary for its continued existence and growth?

ANS. Adequate endowment and equipment. The present endowment is less than \$100,000, and over \$50,000 annually has to be raised by the Principal for running expenses. Adequate endowment would relieve him of the strain of raising a large sum annually and give time for planning and developing the work. At present, it is a continuous struggle for to-day's necessities, with no time or thought to give to to-morrow's needs. Special efforts from time to time may wipe out deficits, but no permanent relief can be had or even hoped for until some permanent method is found of financing the School. At present its income is impermanent and variable, subject too much to existing financial conditions. For instance: during the war period the income fell off nearly one-third, while expenses practically doubled. This condition, if there had been sufficient endowment to offset the loss of temporary income, would not have affected the School so seriously as to cause, as it did, a material impairment in efficiency. As long as the School has to exist on a hand-to-mouth financing basis, so to speak, recurrence of the period of stress and ruinous retrenchment through which it is now passing may be expected.

QUES. Are present conditions a serious handicap to the prosecution of the School's work?

NORMAL SCHOOL BRICK YARD



ANS. Yes; they are most serious. This present year about 200 deserving boys and girls are being turned away for lack of dormitory space. Some of the Industrial departments are either closed or running undermanned. Needed equipment is lacking. Renewals and replacements wait for more propitious times. Salaries and expenses cannot be met with even a reasonable degree of promptness. These conditions are injurious alike to the moral efficiency and prestige of the School.

QUES. About how much endowment is needed to ensure the School permanent income?

ANS. \$1,000,000, and the need for this is immediate and pressing if the School is to continue its great usefulness and maintain its dignity and prestige unimpaired.

QUES. Finally, what would you say in summing up the situation as it appertains to the future of the School and the propagation of its work?

ANS. I would make this appeal to the General Church and friends of Negro education the country over. I would also keep before the nation-wide Campaign Committees, the wonderful possibilities of the School and their opportunity to put the School upon a permanent financial footing.

QUES. Who are the officers of the Board of Trustees and to whom should contributions be sent?

ANS. Rt. Rev. Beverley D. Tucker, D.D., President; Mr. Charles E. May, Treasurer; and Archdeacon Russell, Secretary; Mr. R. C. Taylor, Jr., Marine Bank, Norfolk, Va., Treasurer of Invested Funds; Mr. Chas. E. May, General Treasurer, Lawrenceville, Va.; and Rev. James S. Russell, Principal, Lawrenceville, Va. Contributions may be sent to either of the above or, as *Specials*, through the Board of Missions or the American Church Institute, 281 Fourth Avenue, New York City, N. Y.



CLASS IN AGRICULTURE

SOME OF THE SCHOOL'S NEEDS

- 1 Funds for Current Expenses
- 2 A Practice School Building
- 3 A Dormitory for Girls
- 4 A Dormitory for Boys
- 5 A Library
- 6 An Administration building
- 7 A New Academic Building
- 8 A Trades Building
- 9 Domestic Science Building
- 10 Permanent Endowment

Contributions may be sent direct to Mr. Chas. E. May, Treasurer; Rev. James S. Russell, Principal, Lawrenceville, Va., or as *Specials* through the Board of Missions or the American Church Institute, New York.

FORM OF BEQUEST

I give and bequeath to the Trustees of the St. Paul Normal
and Industrial School of Virginia.....
.....
to be used as they may direct for the education of Colored
youth in that institution.

Garrett & Masnie, Inc.,
Richmond, Va.